**TAME Those Texts!**



Teaching kids to make sources work for them

**Writing Into the Session**

“It’s not enough these days to simply question authority. You’ve got to speak with it, too.”

 T – Talk to it

A – Analyze it

M – Move it

E – Engage it

**Reading in 3 drafts**

1. Cold read (can skim)
2. “Talking” to the text (*Writing at the Threshold by Larry Weinstein*)
3. The **Summarizing** question: “What, exactly, am I being told?”
4. The **Synthesizing** question: “How does what I’m told relate to other things I know or have been told?”
5. The **Critiquing** question: “Should I, in the end, believe what I’m being told?”
6. “Analyzing” the text
   1. The **Analyzing** question: “How well is the author saying it?”
   2. The **Argument** question: “What is my stance on what I am being told?”

**Ways to Handle Draft Reads**

* Nonfiction literature circles
* Everyone does 1st draft read
* Five roles: one for each question
* OR group by role

\*Provide visual cues for role-switching (frames/overlays)

T – Talk to the text

A – Analyze the text

**M – Move the text (break up and move around)**

E – Engage the text in the ongoing conversation about the issue



**Forwarding & Countering**

**Illustrating** – When you look to other texts for examples of a point you want to make.

**Authorizing** – When you invoke the expertise or status of other writers to support your thinking.



**Borrowing** – When you draw on terms or ideas from other writers to use in thinking through your subject.

**Extending** – When you put your own spin on the terms or concepts you take from other texts.

**Countering -** When you “push back” against the text in some way

Contact:  
Leeanne Bordelon, i3 Grant Project Manager, NSU Writing Project  
Faculty, St. Mary’s High School  
[bordelonl@nsula.edu](mailto:bordelonl@nsula.edu)   
Twitter: @LBBEnglish

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